

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

3-2.7 Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (H, E, P, G)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In second grade, students studied the cultural contributions of African Americans (2-1.3). Students will have no previous knowledge of the slave trade and developing economy or acts of resistance.

In the future, students will learn about the institution of slavery including the slave trade and the plantation economy. In fourth grade, students will learn about the introduction and establishment of slavery in the American colonies (4-2.5) and the contribution of African slaves to the development of the American colonies (4-2.6). In eighth grade, students will continue to learn about the importance of the plantation system and slavery to the colonies (8-1.3) and the growth of the slave trade (8-1.4). Students will also learn how South Carolinians used resources, such as the slave trade, to gain economic prosperity during the colonial period (8-1.6) and the antebellum period (8-3.1).

Students will learn about the daily lives of African American slaves and their contributions to South Carolina. In fourth grade, students will learn about the impact of indentured servitude and slavery on daily lives (4-2.6). Fourth grade students will also learn how conflicts and cooperation among the different groups in the colonies influenced colonial events (4-2.7). The significance of African Americans in the developing culture of South Carolina will also be a topic of discussion (8-1.4).

In the future, students will learn about acts of resistance of African Americans to white authority. Eighth grade students will study the Stono Rebellion and subsequent laws passed to control the slave population (8-1.4). The Denmark Vesey plot and slave codes will also be covered (8-3.3).

It is essential for students to know:

English settlers from Barbados brought with them the knowledge of the plantation system which was dependent on slave labor. They also brought their slaves. Captives, chained together below decks for weeks on very crowded and unsanitary ships, were brought from West Africa. At first, enslaved Africans were brought to Barbados and then to Charleston, but as time changed, the slaves were brought directly to Charleston. Slaves were valuable to the wealthy lowcountry planters because they knew how to grow rice which became central to the plantation economy and wealth of South Carolina.

The institution of slavery came to dominate the culture of the lowcountry and eventually the culture of all of South Carolina. African slaves also made significant contributions to the culture of South Carolina. The slave trade included slave auctions which were the primary way of selling the enslaved people who arrived on the ships from Africa. Slaves were inspected by potential buyers and sold to the highest bidder. The daily life of the enslaved people differed widely from plantation to plantation or house to house depending on the benevolence of the master. The daily life of slaves included hard work and long hours in the fields that benefited the plantation owner, not the worker. Despite their often brutal circumstances, the enslaved Africans tried to keep the traditions of their homeland and succeeded in many cases. Their ingenuity and desire to communicate with fellow slaves who spoke many different African tongues led to the development of a common language. The blending of African traditions led to the

Gullah culture which has its own music, stories and art forms, such as sweetgrass basket weaving. The enslaved Africans also brought food and techniques of cooking food to our state. We enjoy okra, yams, hoppin' john and other foods and the technique of frying food because of influences from Africa. Though mostly peaceful, enslaved Africans sometimes practiced acts of resistance against white authority. The effort to keep their African traditions alive was a silent statement of resistance. Enslaved people could also sabotage tools, work slowly, or in more drastic situations, run away or rebel. There were a few examples of violence such as the Stono Rebellion. This rebellion was quickly put down, participating slaves were executed and a new set of laws was passed in South Carolina to control slaves.

It is not essential for students to know the details of growing rice and indigo or the Denmark Vesey conspiracy.

Assessment Guidelines: Appropriate assessment of this indicator would require students to *explain* the effects of the slavery in South Carolina; therefore, the primary focus of assessment should be to construct cause and effect models of the various ways that the colony was improved by the knowledge and work of the enslaved people. However, appropriate assessments should also require students to *recall* how the slaves arrived in South Carolina; or *exemplify* the ways that the traditions of the enslaved people from West Africa affect the modern day culture and life of South Carolina through the contributions that they made to our state.